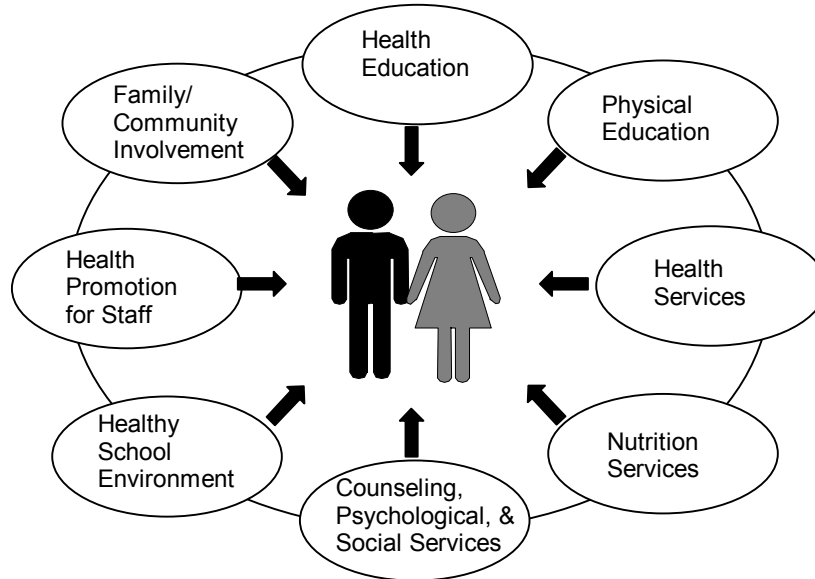


Module 3: Physical Education and Other Physical Activity Programs

Instructions for Module Coordinator

Habits and practices related to physical activity and healthy are influenced by the entire school environment. That's why the *School Health Index* has eight different modules, which correspond to the eight components of a coordinated school health program shown below.



Instructions for completing the module

1. Work with the site coordinator to organize a team to complete the module's documents. Below are some suggested members of the Module 3 team.

Physical education teacher(s)
Classroom teacher(s)
Parent(s)

Student(s)
School nurse
Community member(s)

2. Make a photocopy of the module Questionnaire (pages 4-10) for each Module 3 team member. Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 11-12).
3. Give each Module 3 team member a copy of the Module 3 Questionnaire. Use the copies of the module Score Card and the Planning Questions to record the team's work. Put the originals of these documents away in case you need to make more photocopies.

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4. At a Module 3 team meeting:

- Discuss each question on the Module 3 Questionnaire and its scoring choices.
- Decide how to collect any information you need to answer each question accurately.
- After you have all the information you need, arrive at a consensus score for each question. Answer each question as accurately as possible. *The School Health Index* is **your** self-assessment tool for identifying strengths and weaknesses and for planning improvements; it should not be used for evaluating staff.
- Record the scores (0-3) for each question on the module Score Card and calculate the overall Module Score.
- Use the scores written on the module Score Card to complete the Planning Questions at the end of the module.
- Use the results from the third question in Planning Questions to identify the one, two, or three highest priority actions that you will recommend to the *School Health Index* team for implementation this year.
- Use the answers to the Planning Questions to decide how you will present your results and recommendations at the follow-up *School Health Index* team meeting.

We wish you success in your efforts to improve the health of young people!

Module 3: Physical Education and Other Physical Activity Programs

Score Card (photocopy before using)

Instructions

1. Carefully read and discuss the Module 3 Questionnaire, which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Develop- ment	Not in place
3.1	150 minutes of physical education per week	3	2	1	0
3.2	Adequate teacher/student ratio	3	2	1	0
3.3	Sequential physical education curriculum consistent with standards	3	2	1	0
3.4	Focus on development of motor skills	3	2	1	0
3.5	Health-related physical fitness	3	2	1	0
3.6	Instruction for students with special health care needs	3	2	1	0
3.7	Safety standards	3	2	1	0
3.8	Students active at least 50% of class time	3	2	1	0
3.9	Teachers avoid practices that result in student inactivity	3	2	1	0
3.10	Physical education is enjoyable	3	2	1	0
3.11	Promote community physical activities	3	2	1	0
3.12	Credentialed physical education teachers	3	2	1	0
3.13	Professional development for teachers	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

TOTAL POINTS: Add the four sums above and enter the total to the right.			
MODULE SCORE = (Total Points / 39) X 100			%

Module 3: Physical Education and Other Physical Activity Programs

Questionnaire

3.1 150 minutes of physical education per week

Do all students in each grade receive physical education* for at least 150 minutes per week throughout the school year, spread over at least three days per week but preferably over five days?

**Physical education means structured physical education classes or lessons, not recess.*

3 = Yes.

2 = 90-149 minutes on at least three days of the week throughout the school year.

1 = 90 or more minutes on one or two days of the week throughout the school year.

0 = Fewer than 90 minutes per week.

3.2 Adequate teacher/student ratio

Do physical education classes have a teacher/student ratio comparable* to that of other classes?

Note: Aides and volunteers should not be counted as teachers in the teacher/student ratio.

**Comparable means approximately the same number of students per teacher as in other classes.*

3 = Yes.

2 = The ratio is somewhat larger (up to one and a half times larger) than the ratio for most other classes.

1 = The ratio is considerably larger (more than one and a half times larger), but there are plans to decrease it.

0 = The ratio is considerably larger (more than one and a half times larger), and there are no plans to decrease it.

3.1 Sequential physical education curriculum consistent with standards

Do all who teach physical education use a sequential* physical education curriculum that is consistent** with state or national standards for physical education (see standards below)?

**Sequential means a curriculum that builds on concepts taught in preceding years.*

***Consistent means that the curriculum addresses the key learning objectives identified by the standards.*

3 = Yes.

2 = Some use a sequential curriculum, and it is consistent with state or national standards for physical education.

1 = Some use a sequential curriculum, but it is not consistent with state or national standards for physical education.

0 = None do, **or** the curriculum is not sequential, **or** there is no physical education curriculum.

National Standards for Physical Education (For Question 3.3)

A physically educated person:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

National Association for Sport and Physical Education. *Moving into the Future: National Standards for Physical Education*. Boston: WCB/McGraw-Hill, 1995.

3.4 Focus on development of motor skills

Does the physical education program focus on students' development of many motor skills* and use of these skills in various movement forms**?

****Motor skills** means fundamental skills (for example, running, skipping, throwing, striking) and specialized skills (for example, swim stroke, tennis serve, chest pass).*

***Examples of **movement forms** include:*

- ✓ *various forms of dance (for example, folk, ballroom, popular)*
- ✓ *various individual/dual sports (for example, running, golf, tennis, gymnastics)*
- ✓ *various team sports (for example, soccer, softball, basketball, volleyball)*
- ✓ *swimming and other aquatic activities (for example, diving, water aerobics, water polo)*

3 = Yes.

2 = It focuses on development of some motor skills and use of these skills in various movement forms.

1 = It focuses on development of motor skills, but they are practiced in few or no movement forms.

0 = There is little or no focus on development of motor skills.

3.5 Health-related physical fitness

Does the physical education program integrate instruction* on health-related fitness** into many lessons throughout the year?

****Integrate instruction** means provide opportunities for students to learn and practice:*

- ✓ *knowledge related to health-related fitness*
- ✓ *behavioral skills related to health-related fitness*
- ✓ *physical activities that contribute to health-related fitness*
- ✓ *assessment of health-related fitness (fitness test)*
- ✓ *interpretation and use of fitness test results*

*****Health-related fitness** means cardiovascular endurance, flexibility, muscular strength, muscular endurance, and body composition.*

3 = Yes.

2 = Into only about half the lessons.

1 = Into fewer than half the lessons.

0 = Into none of the lessons.

3.6 Instruction for students with special health care needs

Does the physical education program consistently use instructional practices* that are appropriate for students with special health care needs**?

Examples of such **instructional practices include:*

- ✓ *conducting adapted physical education classes*
- ✓ *adapting physical education goals and objectives*
- ✓ *adapting tests*
- ✓ *adapting sports and activities*
- ✓ *using modified equipment and facilities*
- ✓ *using a second teacher, aide, physical therapist, or occupational therapist to assist*
- ✓ *using peer teaching (for example, teaming students without special health care needs with students who have such needs)*
- ✓ *allowing students to carry and administer their own medications or conduct self-testing if the parent/guardian, health care provider, and school nurse so advise*

***Examples of **special health care needs** include learning disabilities, developmental disabilities, behavioral disorders, physical disabilities, temporary physical limitations, and medical conditions such as diabetes, asthma, and scoliosis.*

3 = Yes.

2 = The physical education program uses at least some of these instructional practices, but not consistently (that is, not by all teachers or not in all classes that include students with special health care needs).

1 = None of the practices are used, but there are plans to implement some of the practices.

0 = None of the practices are used, and there are no plans to implement them.

3.7 Safety standards

Does the physical education program follow safety standards related to the following?

- ✓ *adequate supervision*
- ✓ *protective clothing and safety equipment*
- ✓ *appropriate dress and footwear*
- ✓ *regular inspection and repair of facilities and equipment*
- ✓ *safe, age-appropriate equipment*
- ✓ *minimizing exposure to sun, smog, and extreme temperatures*
- ✓ *infection control practices for handling blood and other body fluids*
- ✓ *adequate and safe facilities and spaces*

3 = Yes, for all eight of the issues listed above.

2 = For six or seven of the issues.

1 = For four or five of the issues.

0 = For three or fewer of the issues.

3.8 Students active at least 50% of class time

Do teachers keep students moderately to vigorously active* at least 50% of the time** during most or all physical education class sessions?

**Moderately to vigorously active means engaging in physical activity that is equal in intensity to or more strenuous than fast walking.*

***At least 50% of the time means at least half of the total time scheduled for a physical education class session.*

3 = Yes.

2 = During about half of the classes.

1 = During less than half of the classes.

0 = During none of the classes.

3.9 Teachers avoid practices that result in student inactivity

Do teachers avoid using practices* that result in some students spending considerable time being inactive in physical education classes?

**Examples of such practices include:*

- ✓ *using games that eliminate students*
- ✓ *having many students stand in line or on the sidelines watching others and waiting for a turn*
- ✓ *organizing activities in which fewer than half the students have a piece of equipment and/or a physically active role*
- ✓ *allowing highly-skilled students to dominate activities and games*

3 = They never use such practices.

2 = They seldom use such practices.

1 = They frequently use such practices, but there are plans to stop using them.

0 = They frequently use such practices, and there are no plans to stop using them.

3.10 Physical education is enjoyable

Do most students, including most who are athletically gifted and most who are not athletically gifted, find physical education an enjoyable experience?

3 = Yes, most of one group and most of the other group find it enjoyable.

2 = Most of one group, but few of the other group find it enjoyable.

1 = Few in both groups find it enjoyable, but there are plans to make it more enjoyable.

0 = Few in both groups find it enjoyable, and there are no plans to make it more enjoyable.

3.11 Promote community physical activities

Does the physical education program use three or more methods* to promote student participation in a variety of community physical activity options**?

Examples of **methods include:*

- ✓ *class discussions*
- ✓ *bulletin boards*
- ✓ *public address announcements*
- ✓ *take-home flyers*
- ✓ *homework assignments*
- ✓ *newsletter articles*
- ✓ *academic credit for participating in community physical activities and programs*

***Examples of **community physical activity options** include clubs, teams, recreational classes, special events, and use of playgrounds, parks, and bike paths, Little Leagues, etc.*

3 = Yes.

2 = The physical education program promotes participation in a variety of community physical activity options, but through only one or two methods.

1 = The program promotes participation in only one type of community physical activity option.

0 = The program does not promote participation in community physical activity options.

3.12 Credentialed physical education teachers

Are all physical education classes taught by credentialed * physical education teachers?

**Credentialed means teachers who have been awarded a credential by the state permitting them to teach physical education.*

3 = Yes.

2 = Some are taught by a credentialed physical education teacher, and the remainder are taught by classroom teachers with supervision and mentoring from a credentialed physical education teacher.

1 = Some are taught by a credentialed physical education teacher, but the remainder are taught by classroom teachers without supervision and mentoring from a credentialed physical education teacher.

0 = No classes are taught by a credentialed physical education teacher.

3.13 Professional development for teachers

Do all who teach physical education participate at least once a year in professional development/continuing education* in physical education?

**Professional development/continuing education means on-site (school, district) and off-site (city, state, national) training opportunities, such as conferences, workshops, etc.*

3 = Yes.

2 = At least half do.

1 = Fewer than half do.

0 = None do.

Module 3: Physical Education and Other Physical Activity Programs

Planning Questions ***(photocopy before using)***

The Module 3 Planning Questions will help your school use its *School Health Index* results to identify and prioritize changes that will improve policies and programs for promoting physical activity and healthy eating. The answers on this form should guide your module team's presentation to the entire *School Health Index* team.

Planning Question 1

Look back at the scores you assigned to each question. According to these scores, what are the strengths and the weaknesses of your school's physical education and other physical activity policies and program?

Planning Question 2

For each of the weaknesses identified above, list several recommended actions to improve the school's scores (for example, provide 150 minutes of physical education per week).

Continued on next page

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Planning Question 3: List each of the actions identified in question 2 above. Use the five-point scales defined below to rank each action on five dimensions (importance, cost, time, commitment, feasibility). Add the ranking points for each action to get total points. Use the total points to help you choose one, two, or three top-priority actions that you will recommend to the *School Health Index* team for implementation this year.

Importance	How important is the action to my school? 5 = Very important 3 = Moderately important 1 = Not important		
Cost	How expensive would it be to plan and implement the action? 5 = Not expensive 3 = Moderately expensive 1 = Very expensive		
Time	How much time and effort would it take to implement the action? 5 = Little or no time and effort 3 = Moderate time and effort 1 = Very great time and effort		
Commitment	How enthusiastic would the school community be about implementing the action? 5 = Very enthusiastic 3 = Moderately enthusiastic 1 = Not enthusiastic		
Feasibility	How difficult would it be to attain the action? 5 = Not difficult 3 = Moderately difficult 1 = Very difficult		

Module 3 Actions	Importance	Cost	Time	Commitment	Feasibility	Total Points	Top-Priority Action?